



# California Department of Education

## *Special Education Division*

**Committed to  
Improving Results**

Alice D. Parker, Ed.D.  
Assistant Superintendent  
Director of Special Education  
January, 2002

## Quality Assurance for Students with Disabilities in California

Continuously Improving  
Services and Outcomes  
for Families



## Special Education Goals



- **Goal 1: The unique needs for specially-designed instruction will be accurately identified for all students with disabilities.**
- **Goal 2: All students with disabilities will be served or taught by fully qualified personnel.**
- **Goal 3: All students with disabilities will be successfully integrated with non-disabled peers throughout their educational experience.**
- **Goal 4: All students with disabilities will meet high standards for academic and non-academic skills.**
- **Goal 5: All students with disabilities will successfully participate in preparation for the workplace and living independently.**

## Our Clients



## Remember The Way We Were...

### **A STATE WITH:**

- **More than 1100 LEAs**
- **A monitoring system based on procedural compliance**
- **Decreasing number of staff**
- **No data to answer the question, "How effective is special education in California?"**

## Purposes of the Quality Assurance Process

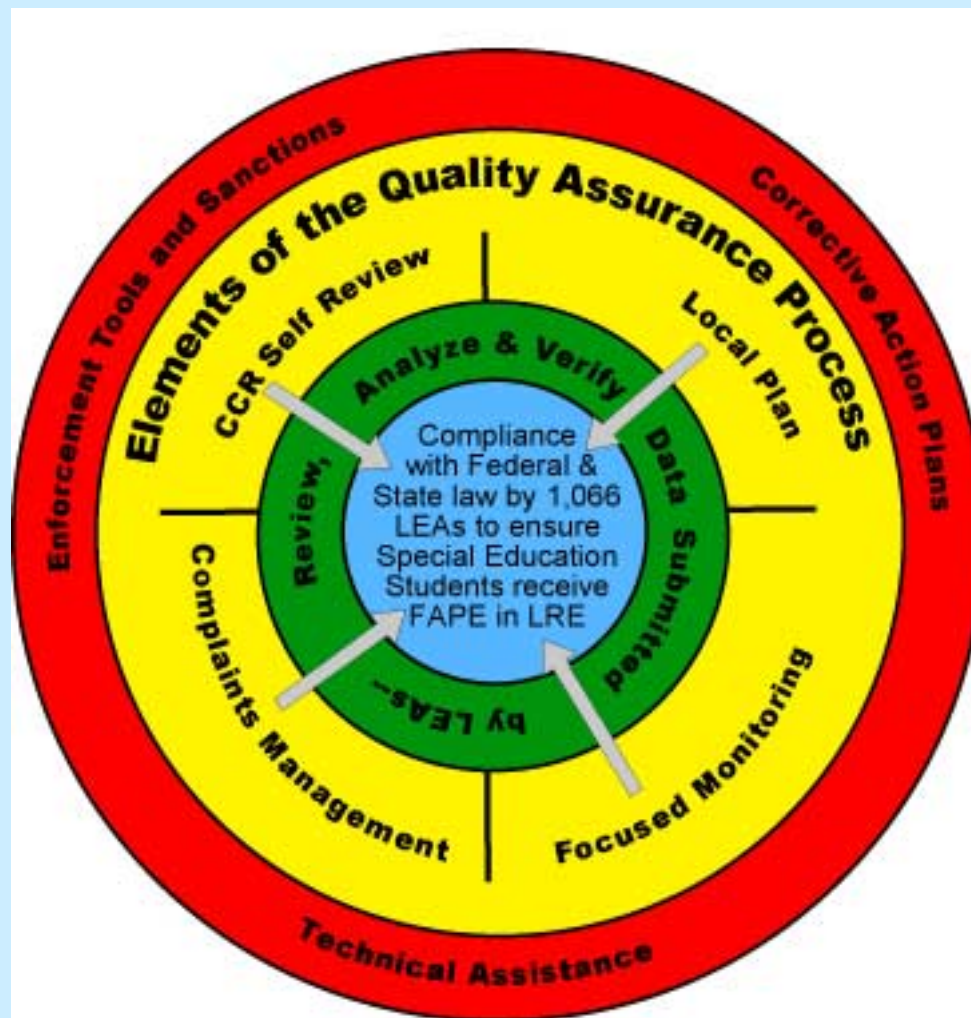
- ✓ Achieve positive results for individuals with disabilities in California
- ✓ Ensure compliance with state and federal laws and regulations

## What is the Role of Stakeholders?

- Select key performance indicators – (KPIs)
- Advise which KPIs are critical in selecting LEAs for monitoring
- Evaluate the ongoing process & results periodically
- Suggest goal levels for each KPI



## System of Overall Supervision and Monitoring





# Major Forces Leading to QAP

- Chanda Smith Consent Decree
- Emma C. vs. Delaine Eastin
- Federal Corrective Action Plan starting in 1992
- Three Party Corrective Action Plan with San Diego City-CDE/OCR/SDCSD-1997-1999
- Districts with major long standing non compliance: SFUSD, Mt. Diablo, Sacramento City, etc.
- Abysmal results for children with disabilities in California and the United States
- IDEA reauthorized and AB 602 passed and implemented

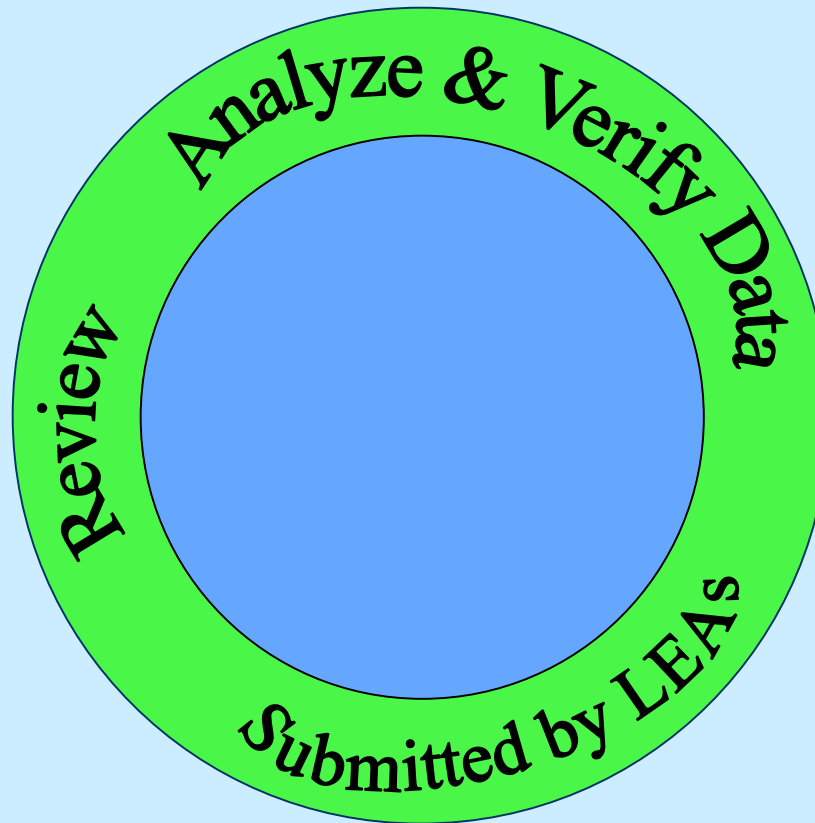
## **Foundation of CDE's General Supervision and Monitoring**

**Compliance with  
Federal & State  
law by 1,000+ LEAs  
so that Special  
Education  
Students Receive  
FAPE in LRE**

## **Complaint Management & Procedural Safeguards Services Recognized by OSEP in January, 2000 visit:**

- **“Complaints Management has achieved timely and effective investigation & regional monitoring.”**
- **“PSRS and early voluntary resolution are in place & results in significant improvement over previous system.”**
- **“Sanctions are in place.”**
  - **Public Hearings**
  - **Compensatory reimbursement**
  - **Voluntary & court appointed monitors**
  - **Ability to withhold or redirect dollars**
  - **Writ of Mandate**

## Analyze and Verify Data Performance Goals & Indicators



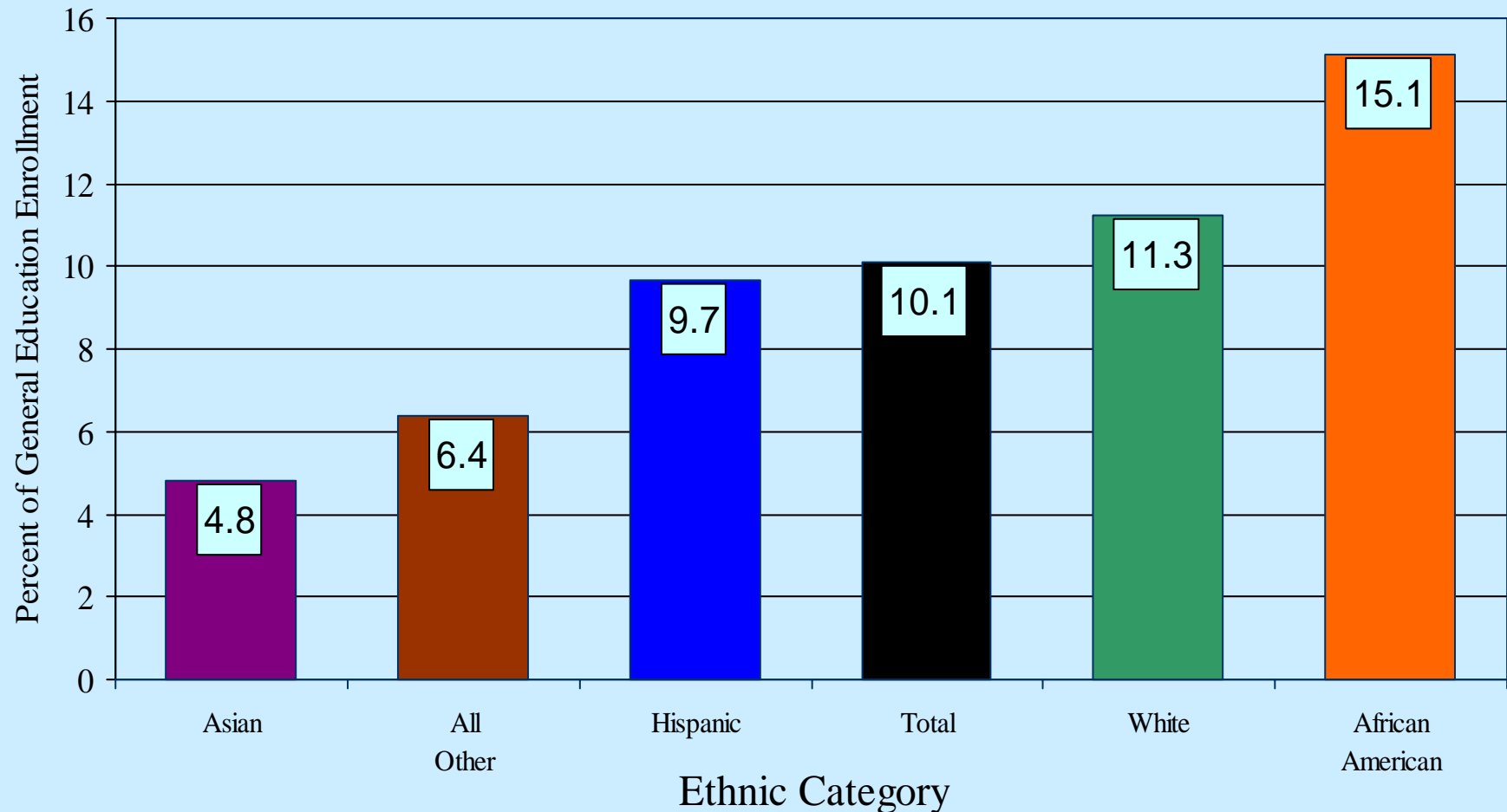
Approximately 1,000,000,000 pieces of data processed

## Primary Sources of Information

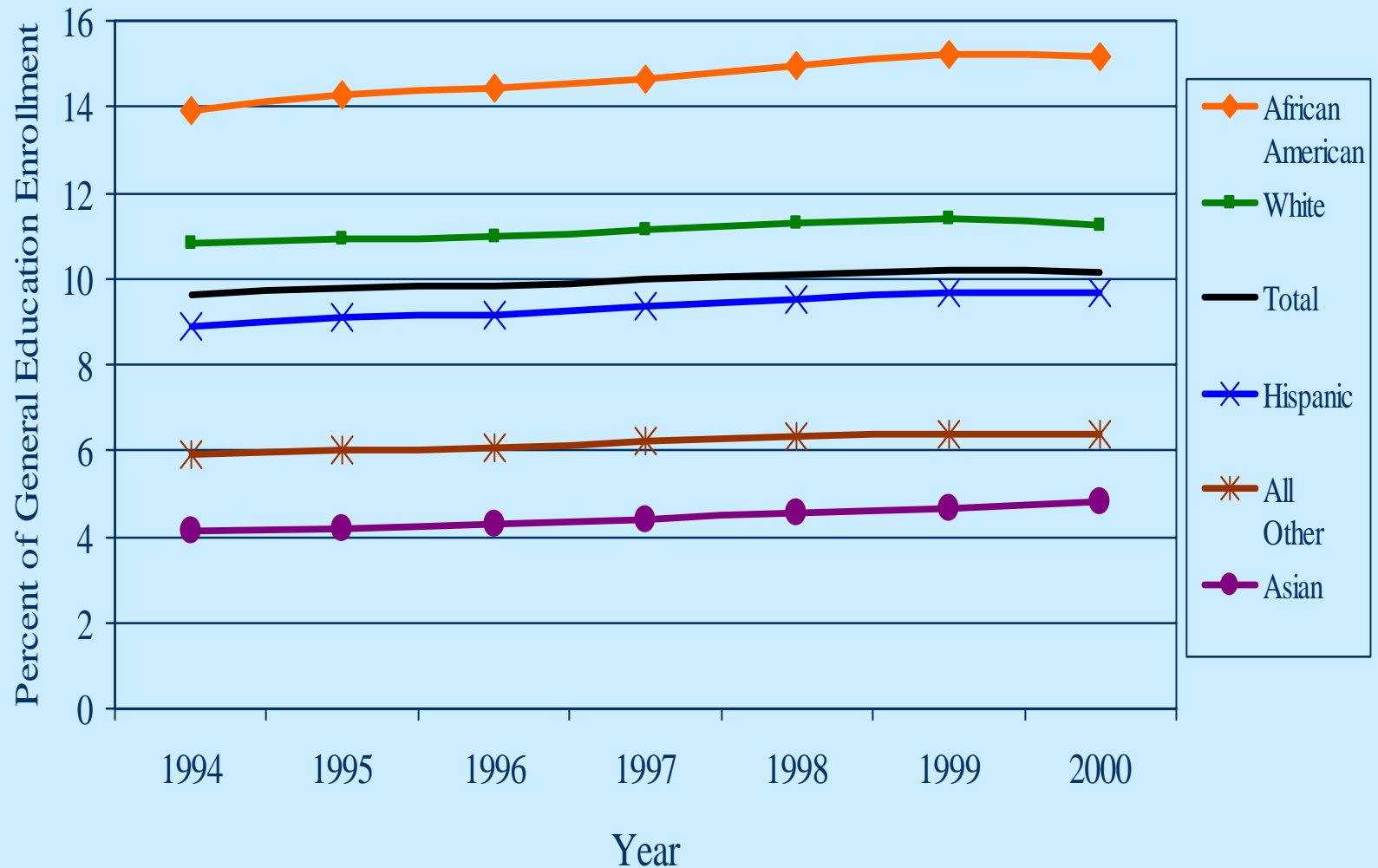
- **Annual Local Plans – Service and Budget Plans**
- **California Special Education Management Information System (CASEMIS)**
- **California Basic Educational Data System (CBEDS)**
- **California's Standardized Testing and Reporting (STAR) Program**
- **Coordinated Compliance Review (CCR) Self-Reviews**
- **Coordinated Compliance Review Data Base**
- **Special Education Division Complaints Data Base**
- **Special Education Division Corrective Actions Data Base**



**Percent of General Education students in each Ethnic Category who receive Special Education – 2000**



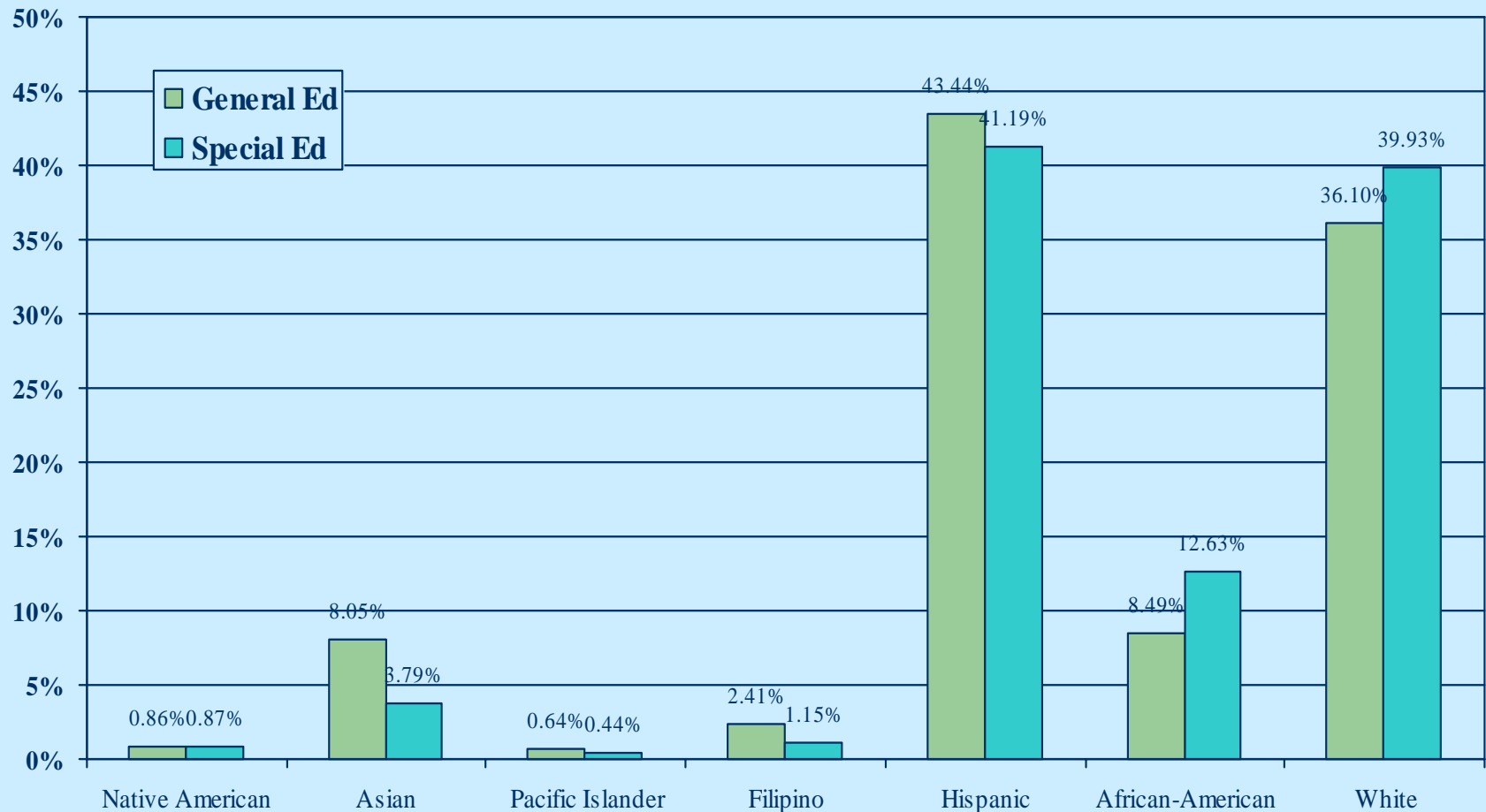
**Percent of General Education students in each Ethnic Category who receive Special Education – 1994-2000**



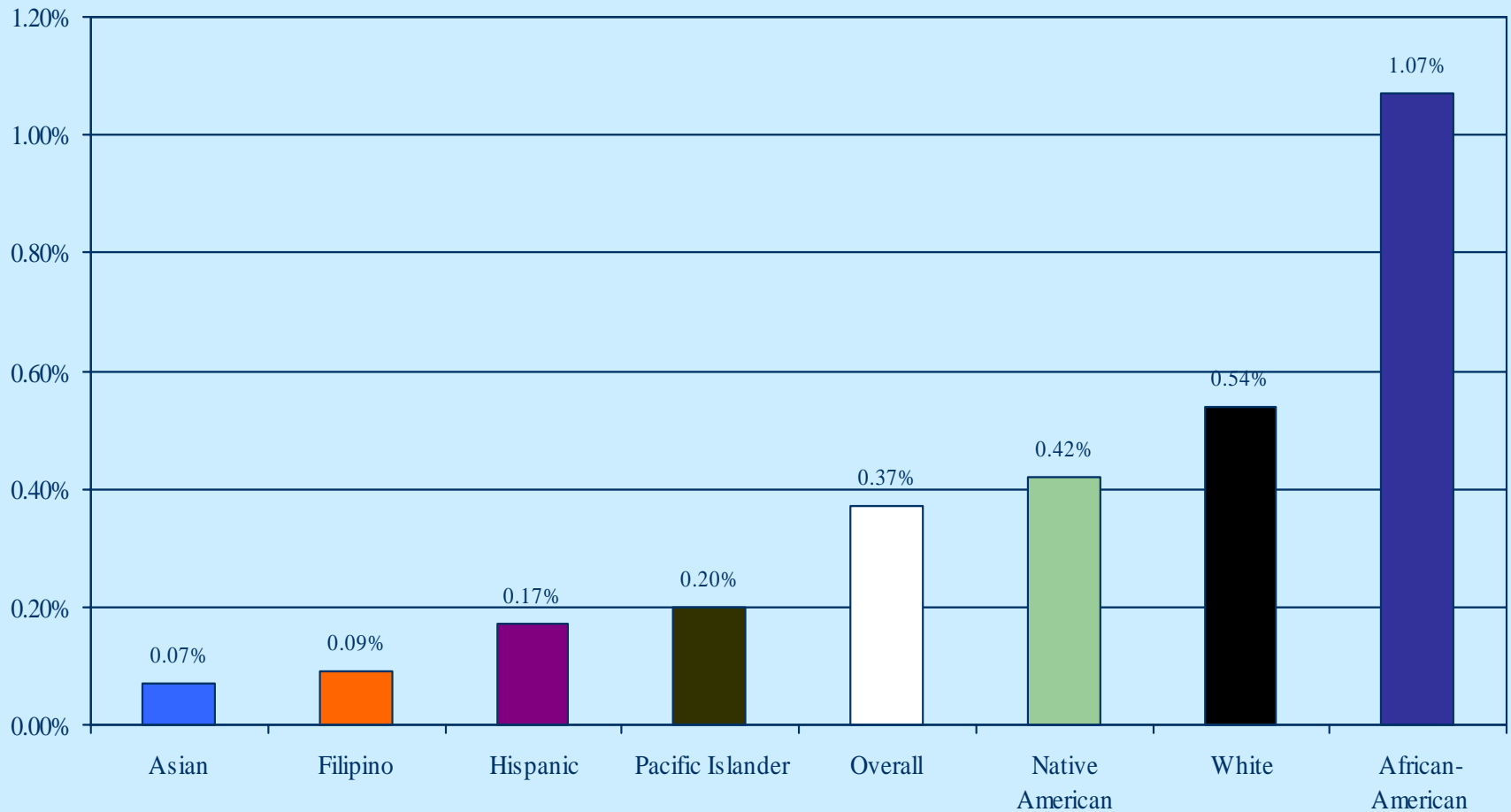




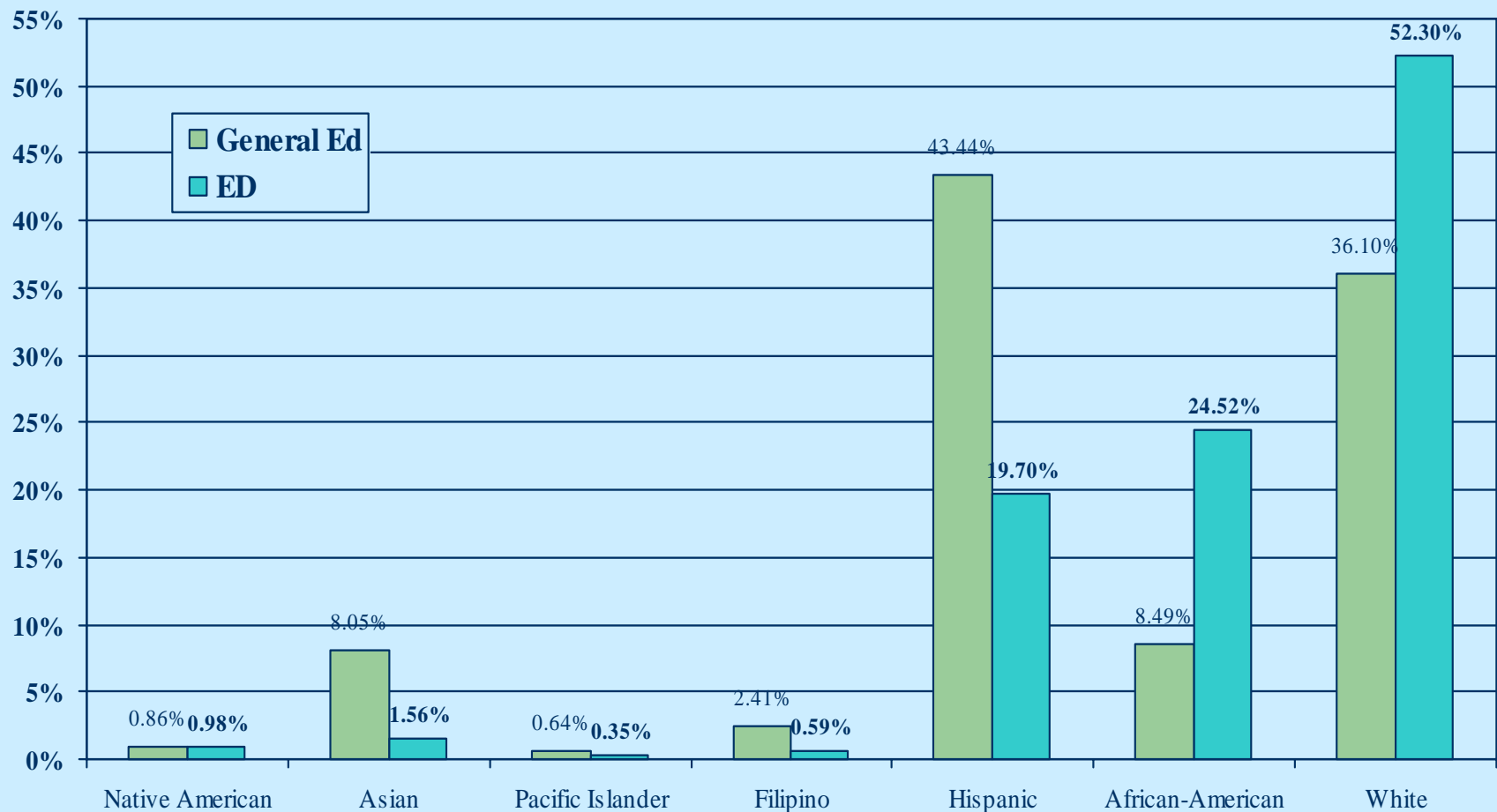
## Comparison of Ethnic Distribution Between General Education and Special Education in California, 2000-01



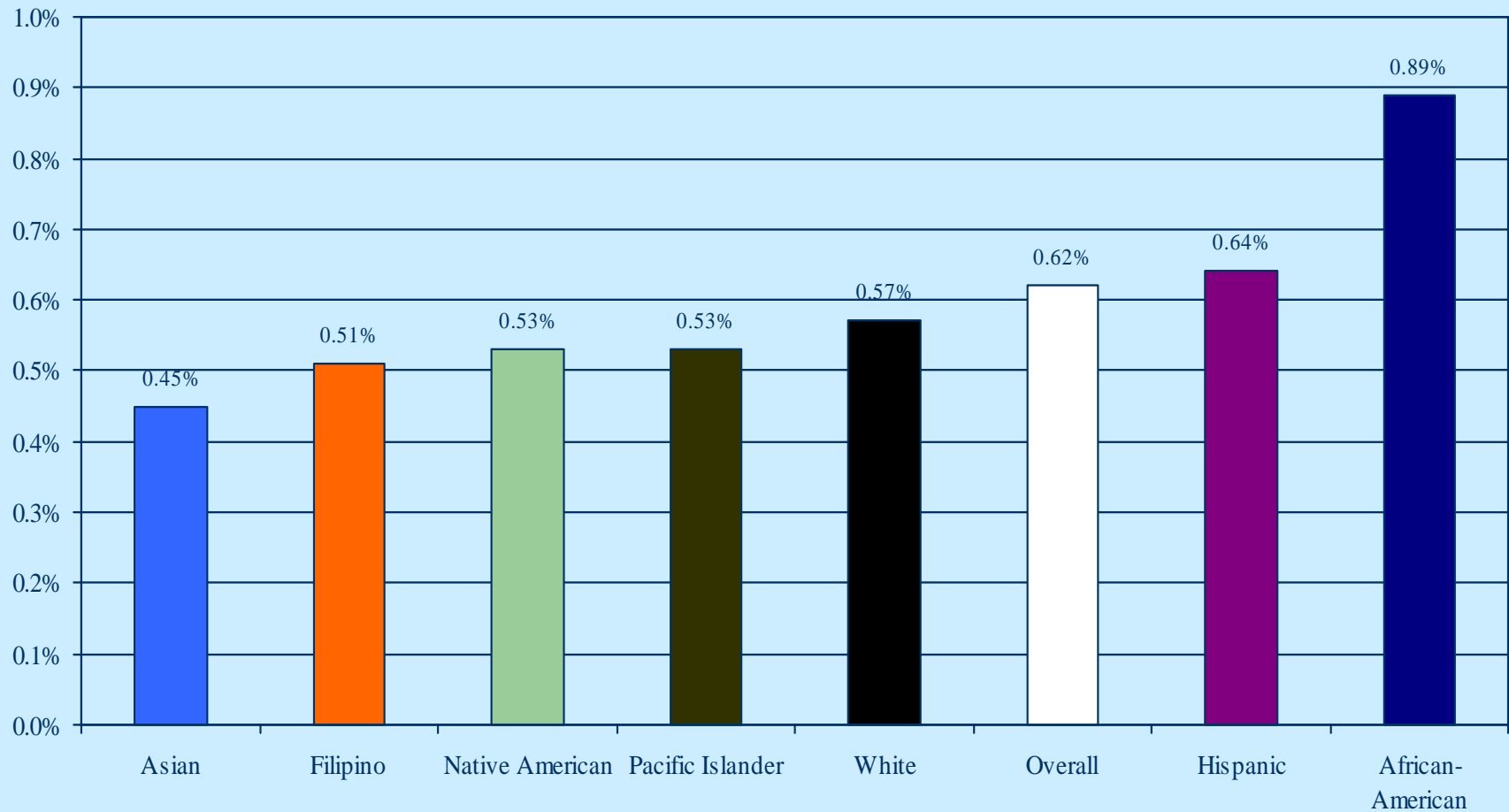
Percent of Students in ED Within Each Ethnic Category in California,  
2000-01



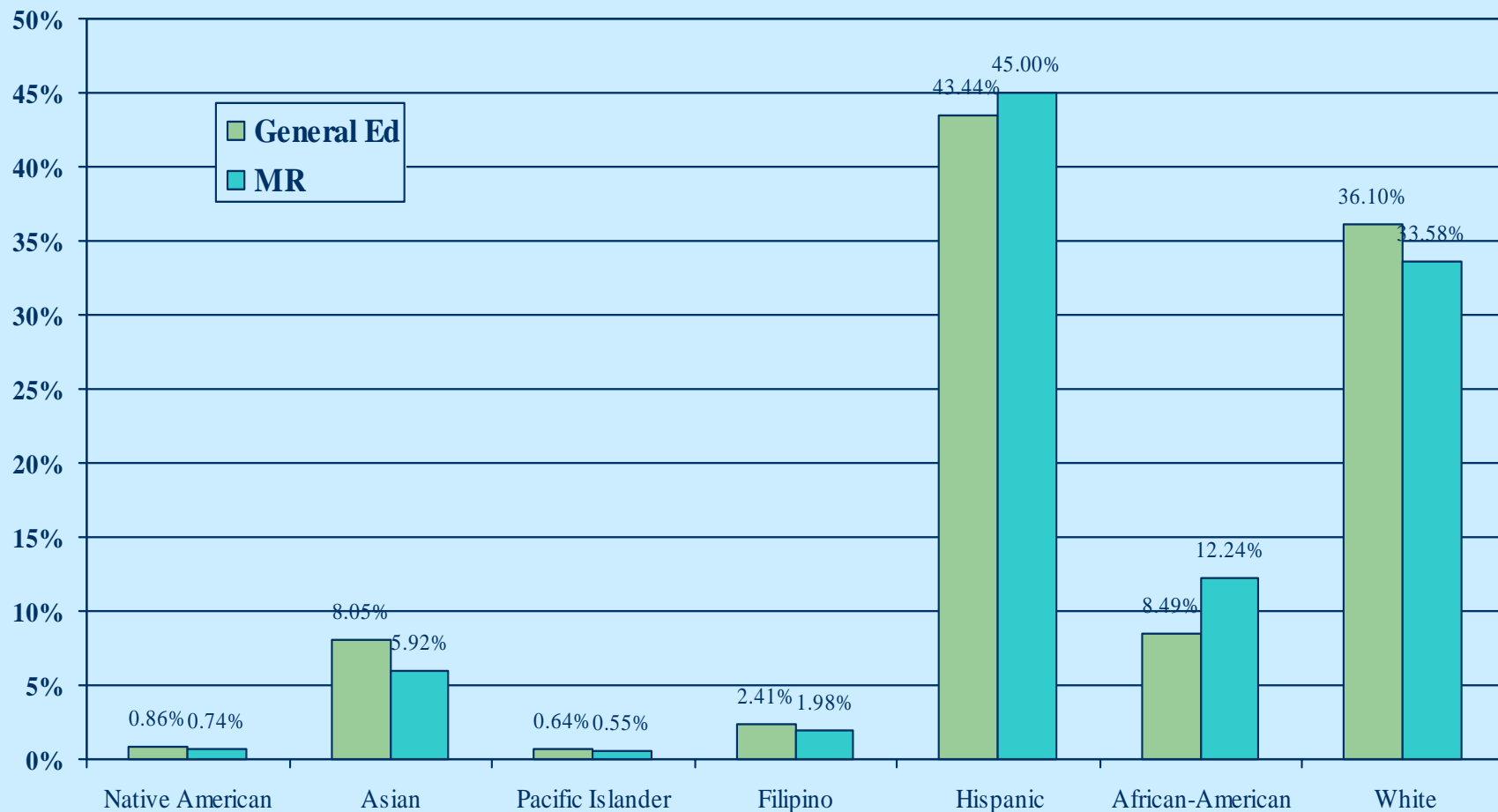
## Comparison of Ethnic Distribution Between General Education and ED in California, 2000-01



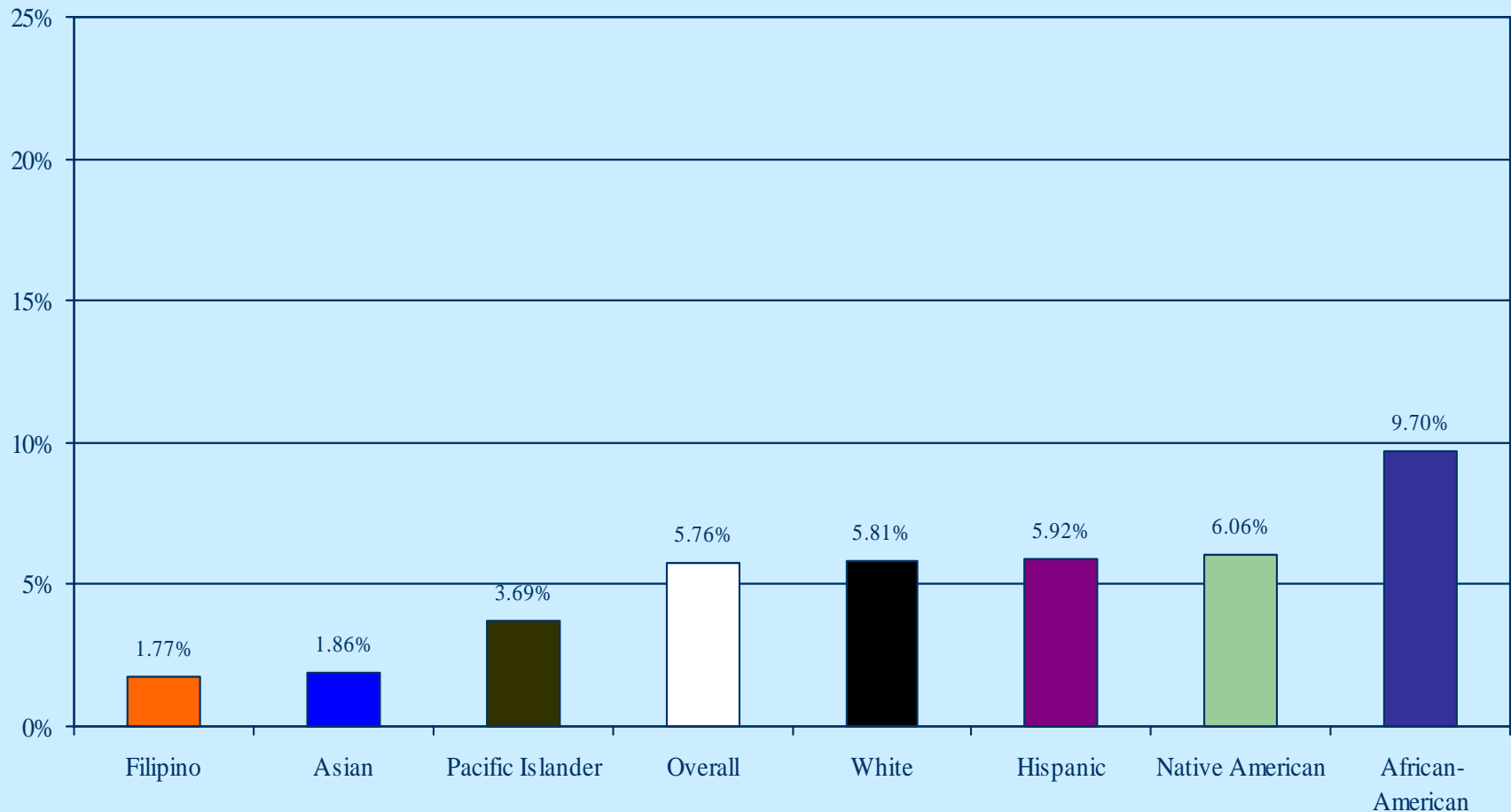
**Percent of Students in MR Within Each Ethnic Category in California,  
2000-01**



## Comparison of Ethnic Distribution Between General Education and MR in California, 2000-01

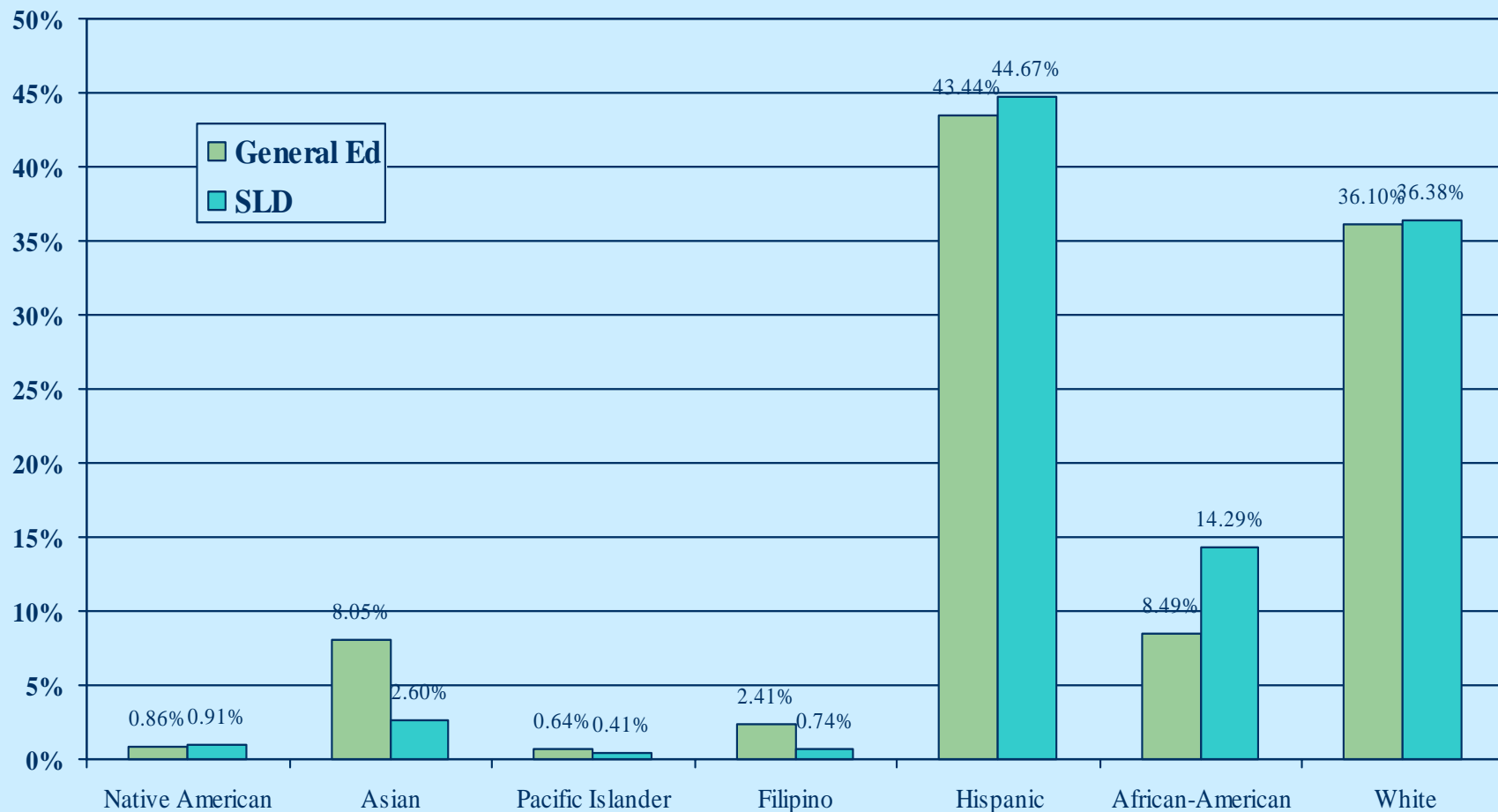


Percent of Students in SLD Within Each Ethnic Category in California,  
2000-01

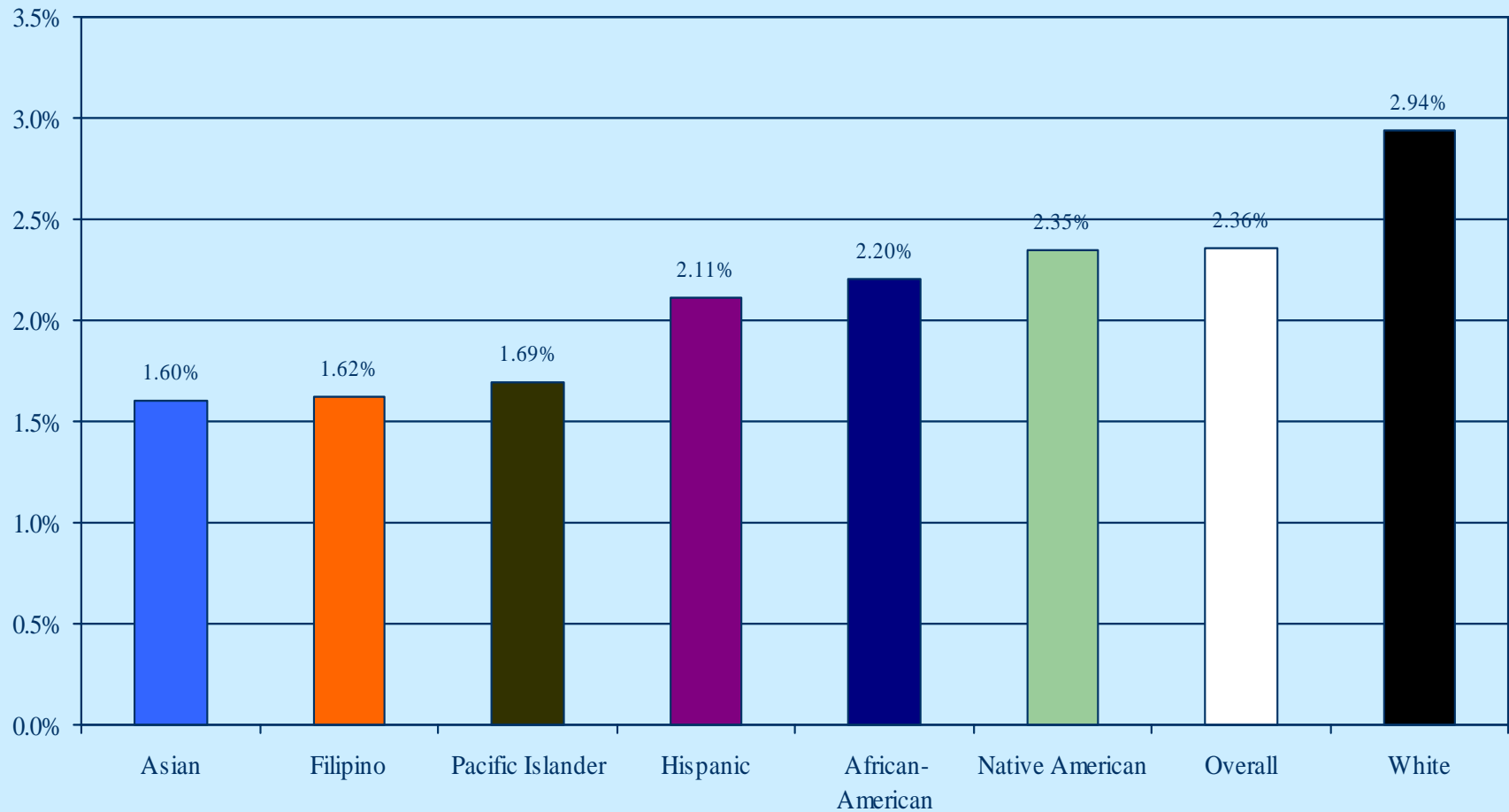




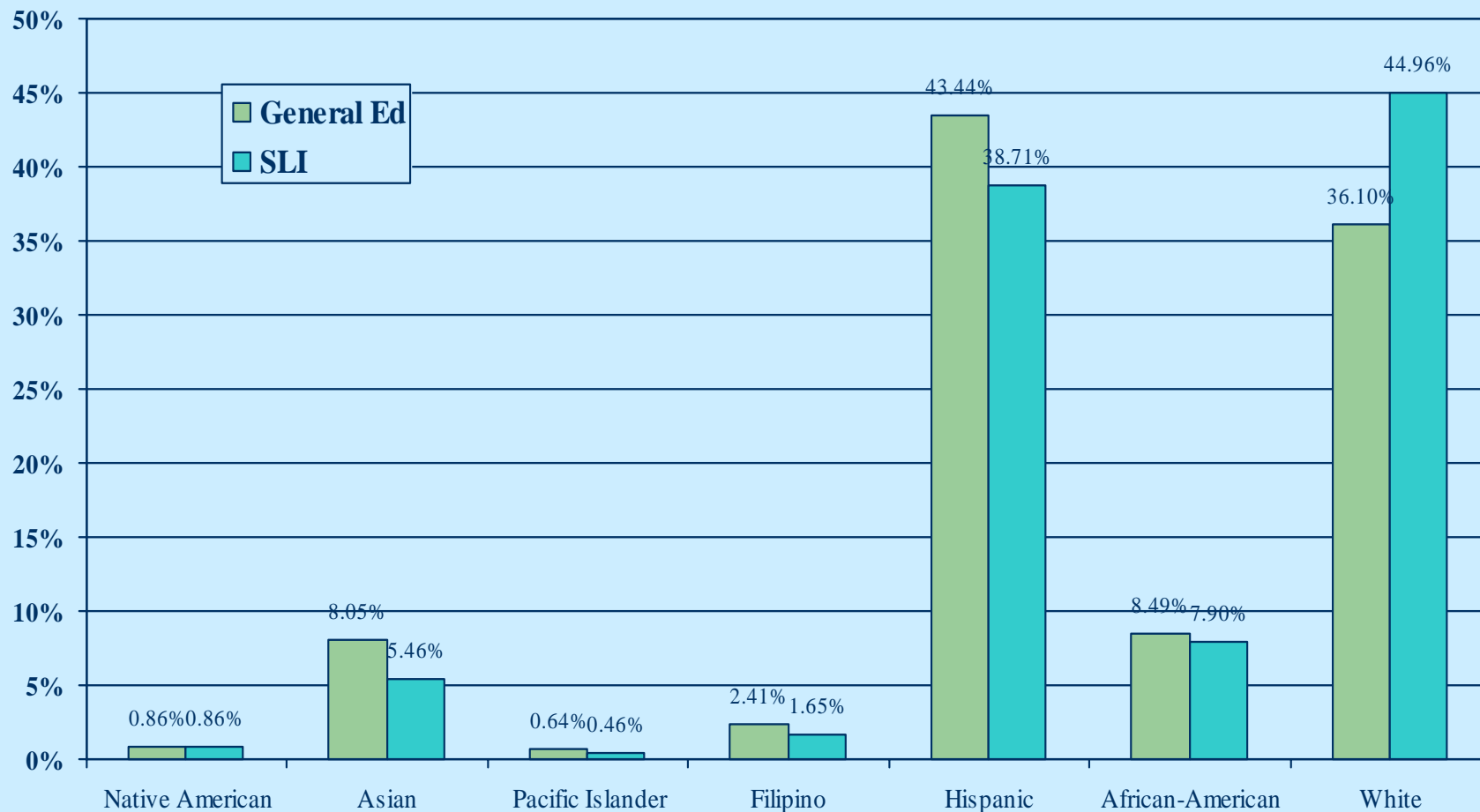
## Comparison of Ethnic Distribution Between General Education and SLD in California, 2000-01



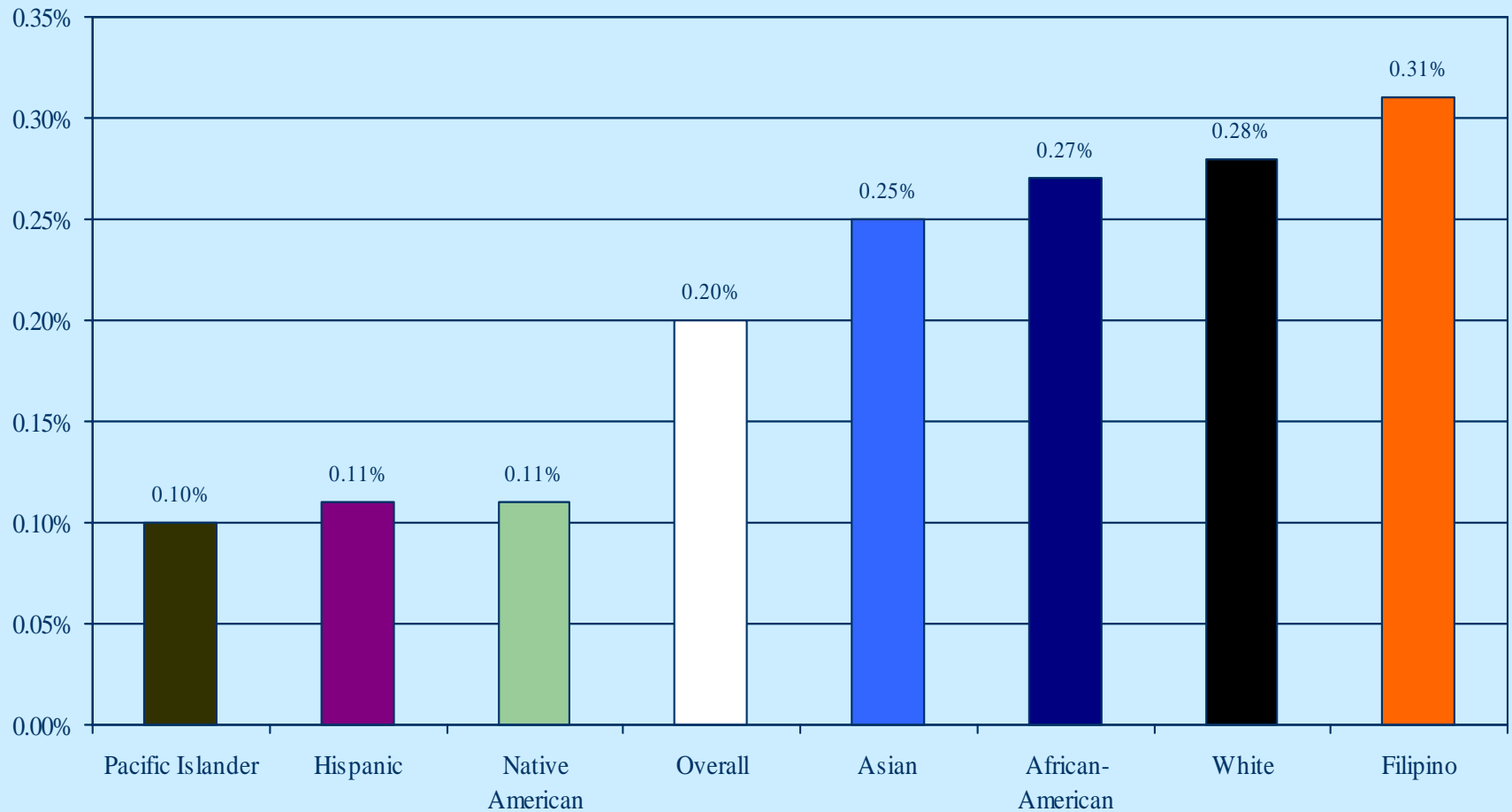
**Percent of Students in SLI Within Each Ethnic Category in California,  
2000-01**



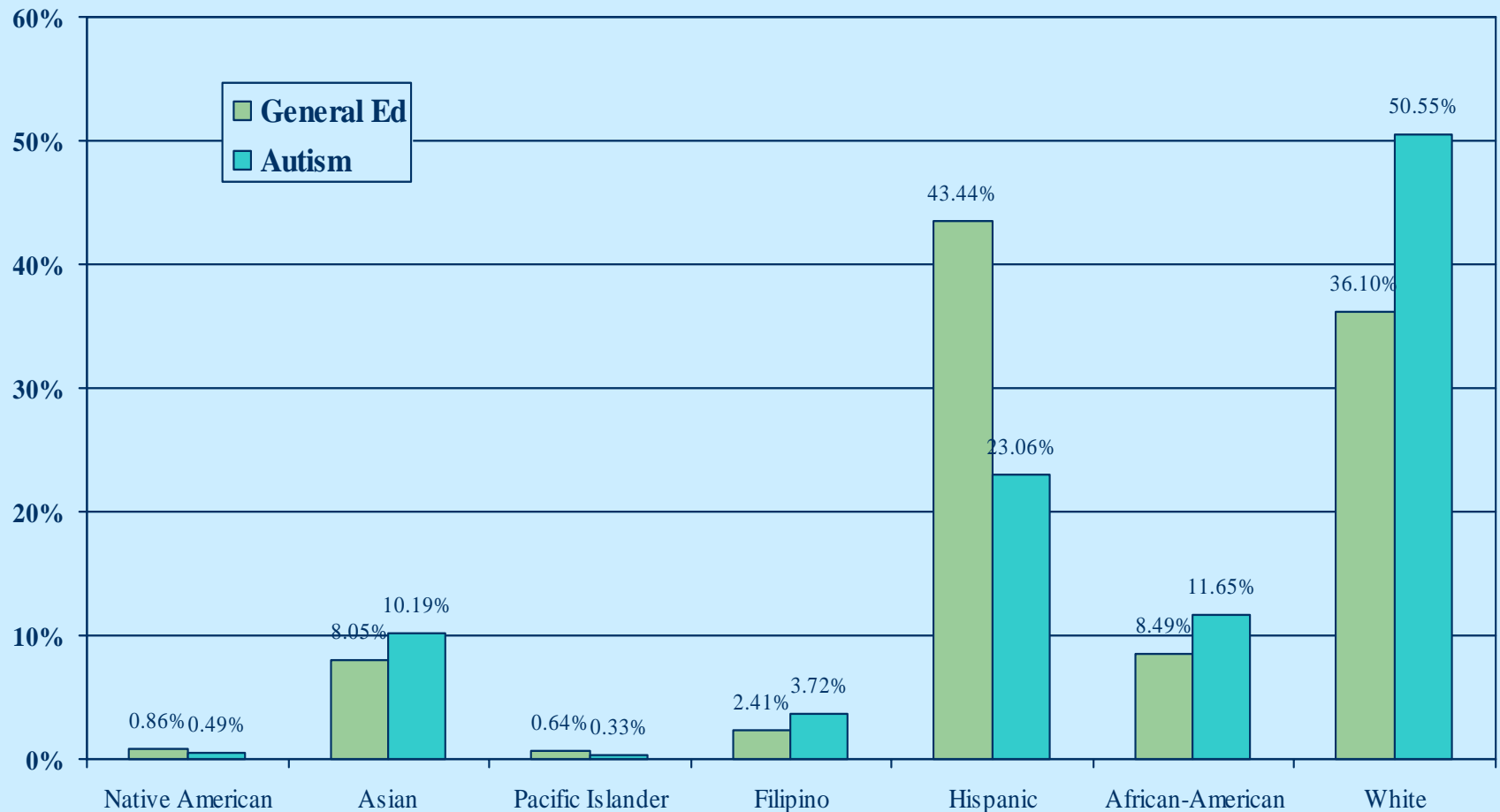
## Comparison of Ethnic Distribution Between General Education and SLI in California, 2000-01



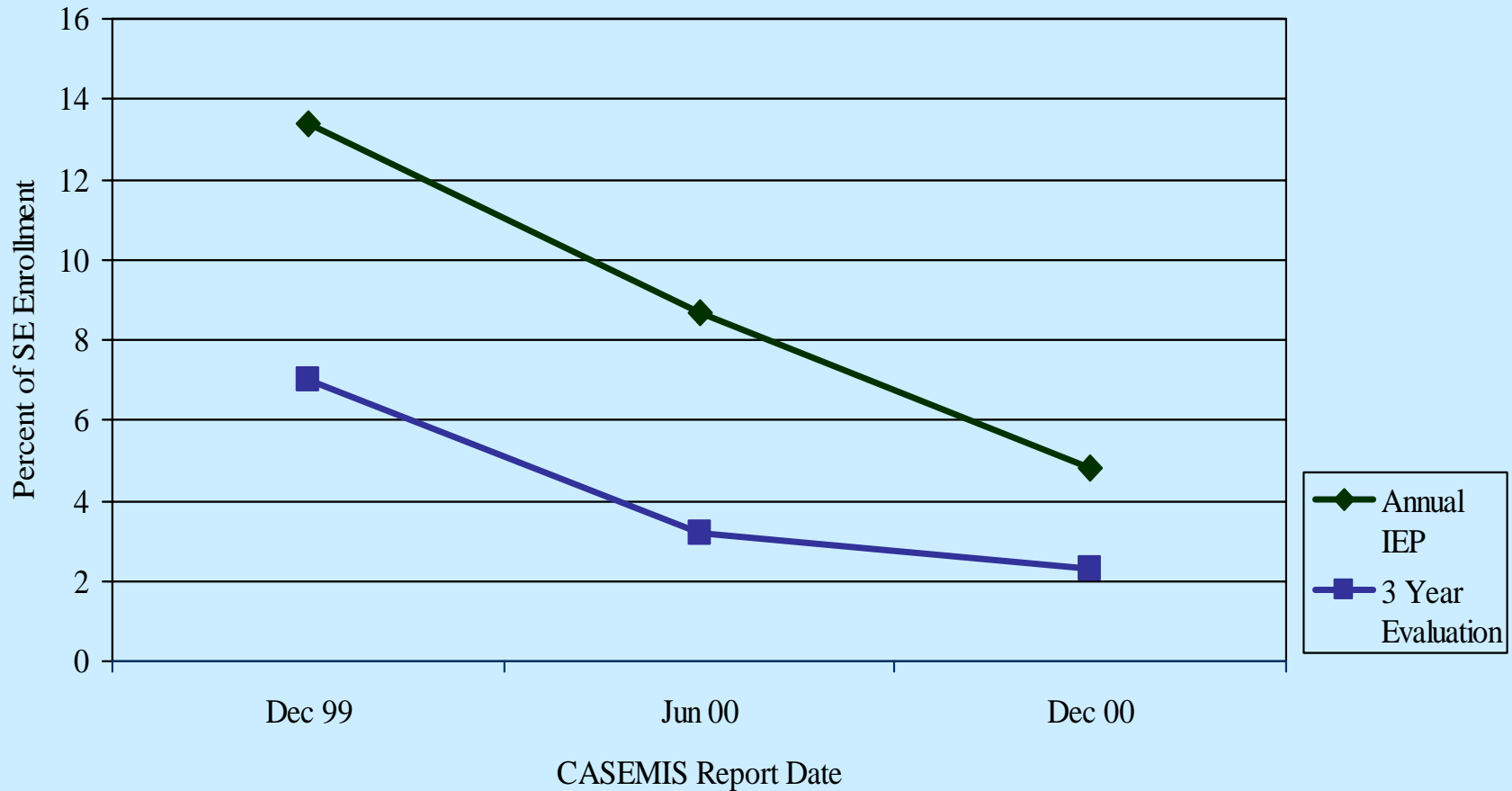
**Percent of Students in Autism Within Each Ethnic Category in California,  
2000-01**



## Comparison of Ethnic Distribution Between General Education and Autism in California, 2000-01



Percent of students receiving Special Education who were overdue  
Annual IEP or three-year reevaluation – Dec 99-Dec 00

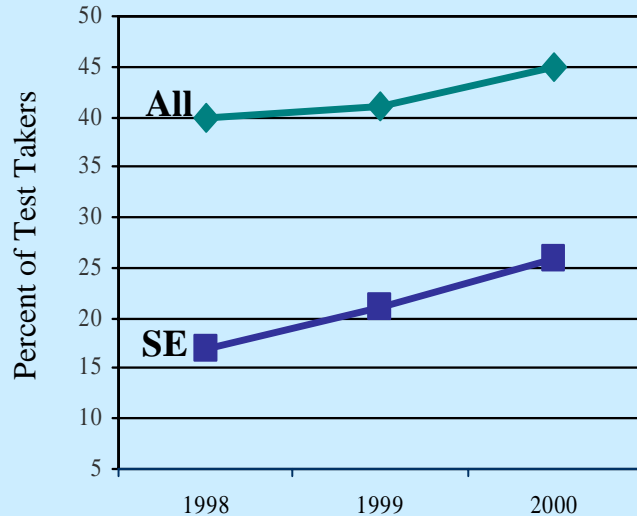




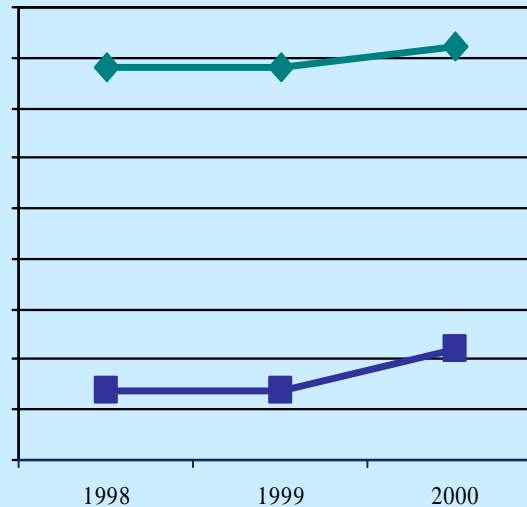


Percent of California students scoring at or above the 50<sup>th</sup> percentile on the STAR Reading Exams – 1998-2000

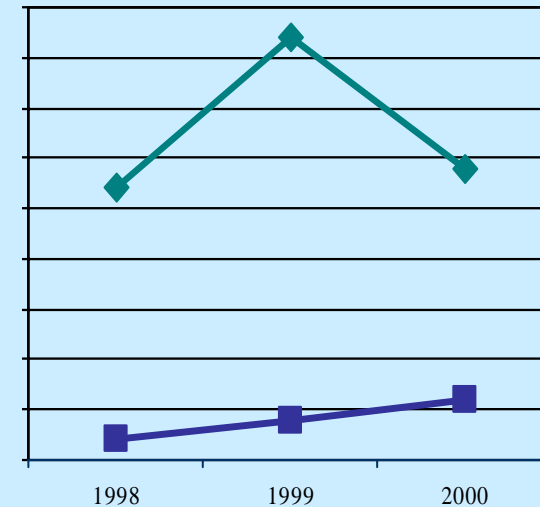
STAR Reading



Grade 4

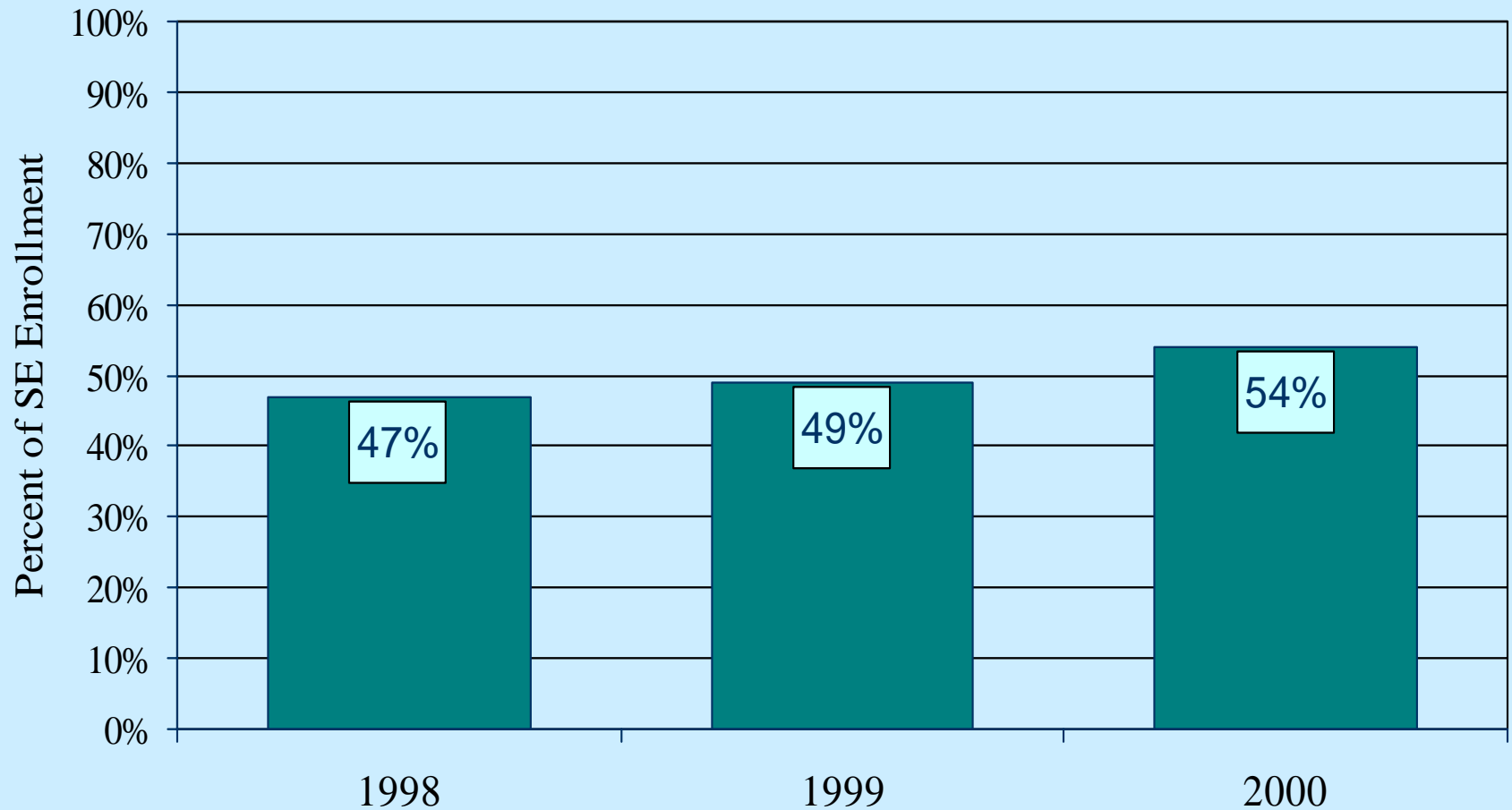


Grade 7



Grade 10

Percent of students who receive Special Education and took the California STAR exams– 1998-2000



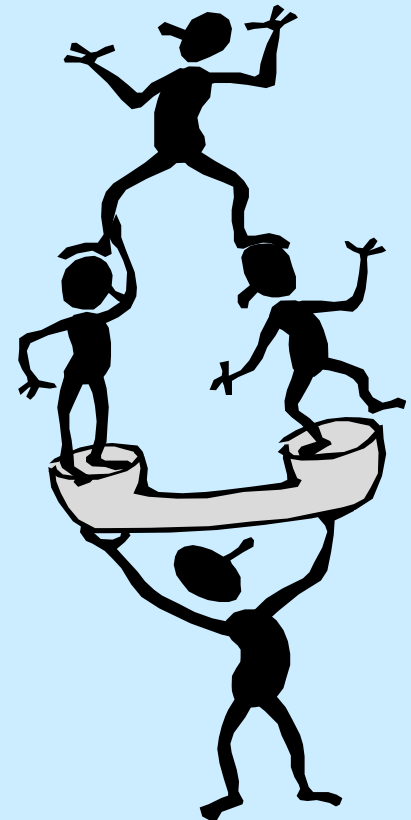


## Data Summaries

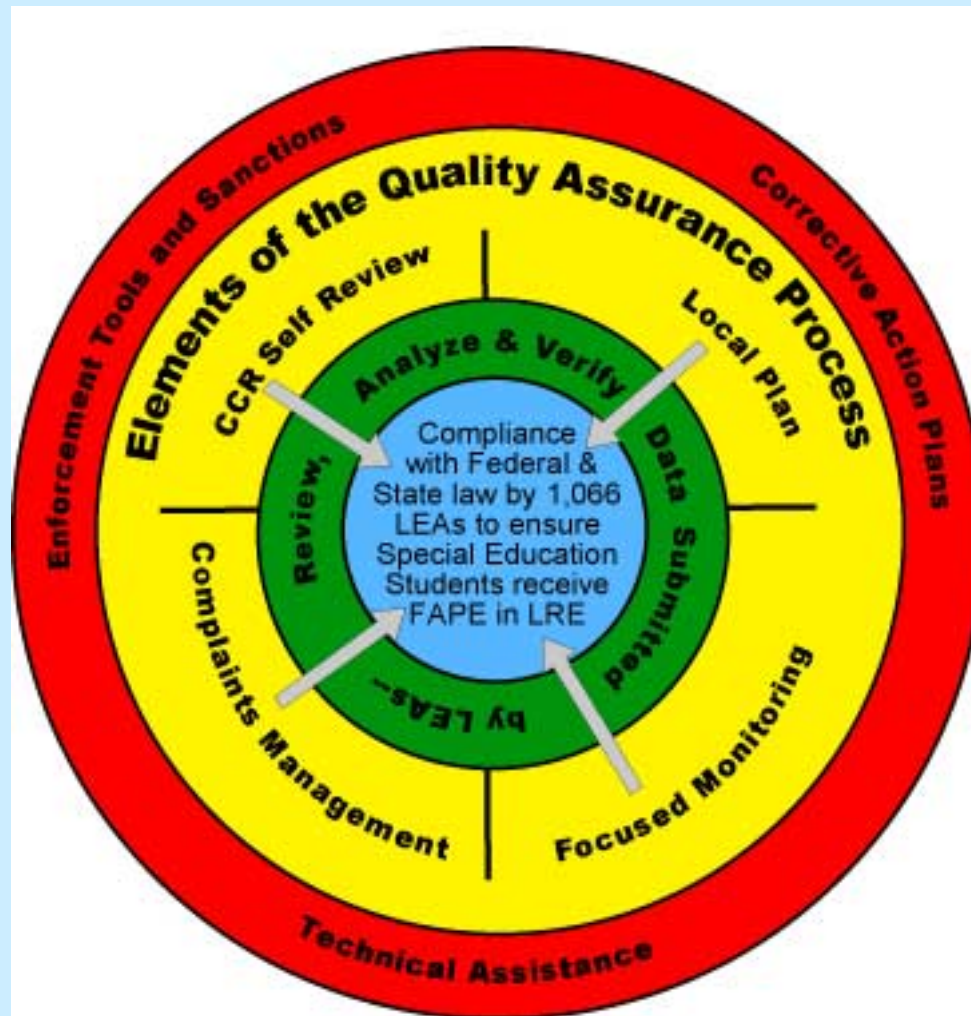
- **Compiled from data submitted by LEAs**
- **Just 8 measures currently – additional measures will be added over time**
- **Will be updated at least annually**
- **Centered around KPIs but will include additional data**
- **Available to general public on web site at <http://www.cde.ca.gov/spbranch/sed/datarpts/index.htm>**

## Compliance

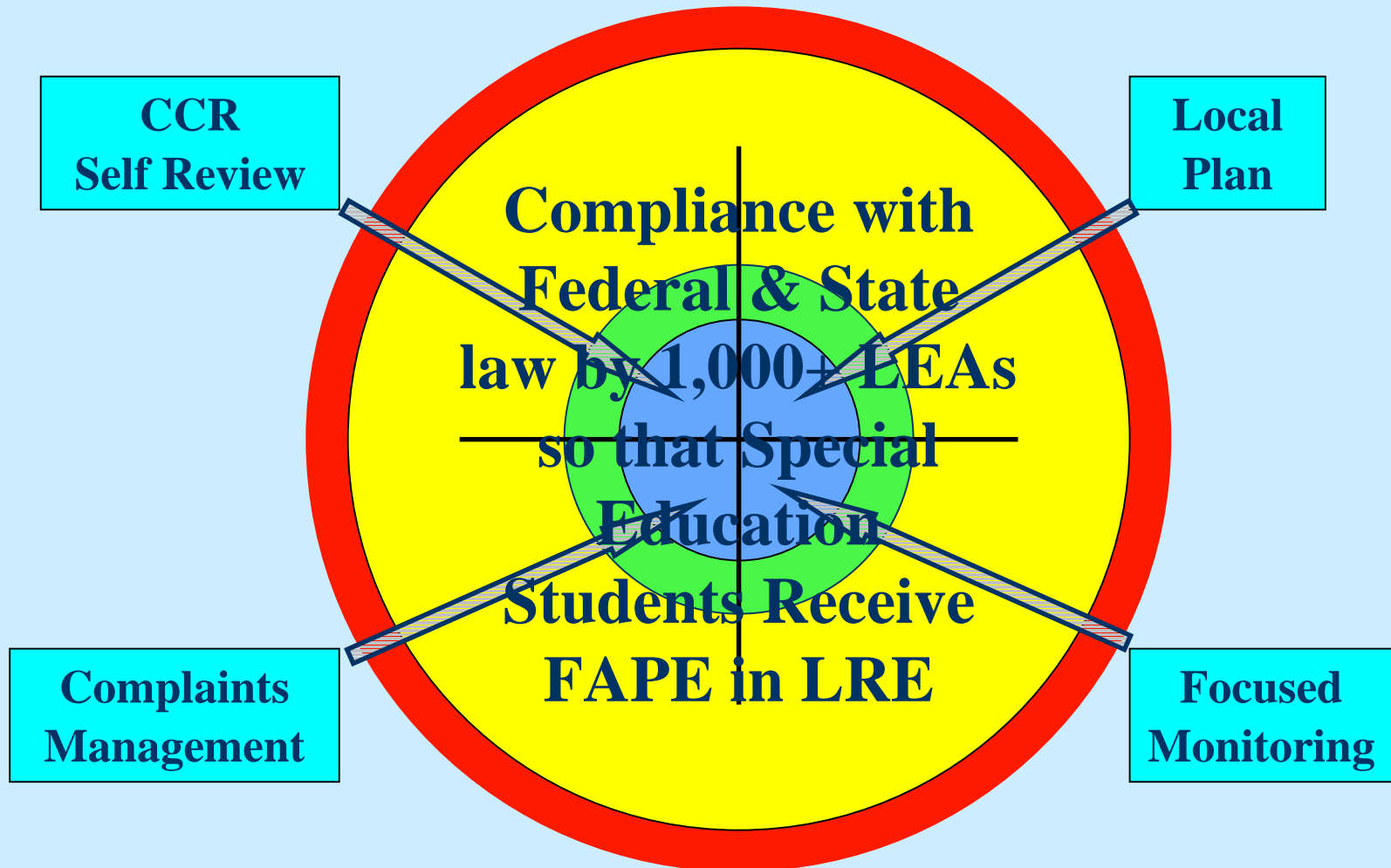
- Compliance = (FAPE) Educational Procedures & Benefit (litmus test for meaningfulness)
- Monitoring is specifically required
  - 300.125 - Child Find
  - 300.128 - IEP Implementation
  - 300.556 - Least Restrictive Environment



## System of Overall Supervision and Monitoring



## Four Elements of the Quality Assurance Program





## Types of Focused Monitoring

- **Facilitated** → **Low on many KPIs**
- **Verification** → **Low on selection KPIs or random**
- **Preferred Practices** → **Good results for children validated**
- **Certification** → **NPS/A**

## Verification Process

All reviews include a CDE supervised and monitored verification process that:

- Reviews 50 to 70 student records
- Verifies accuracy of CASEMIS data
- Interviews parents and staff
- Reviews local policies and procedures
- Assesses compliance
- Monitors prior corrective actions
- Develops corrective actions where needed

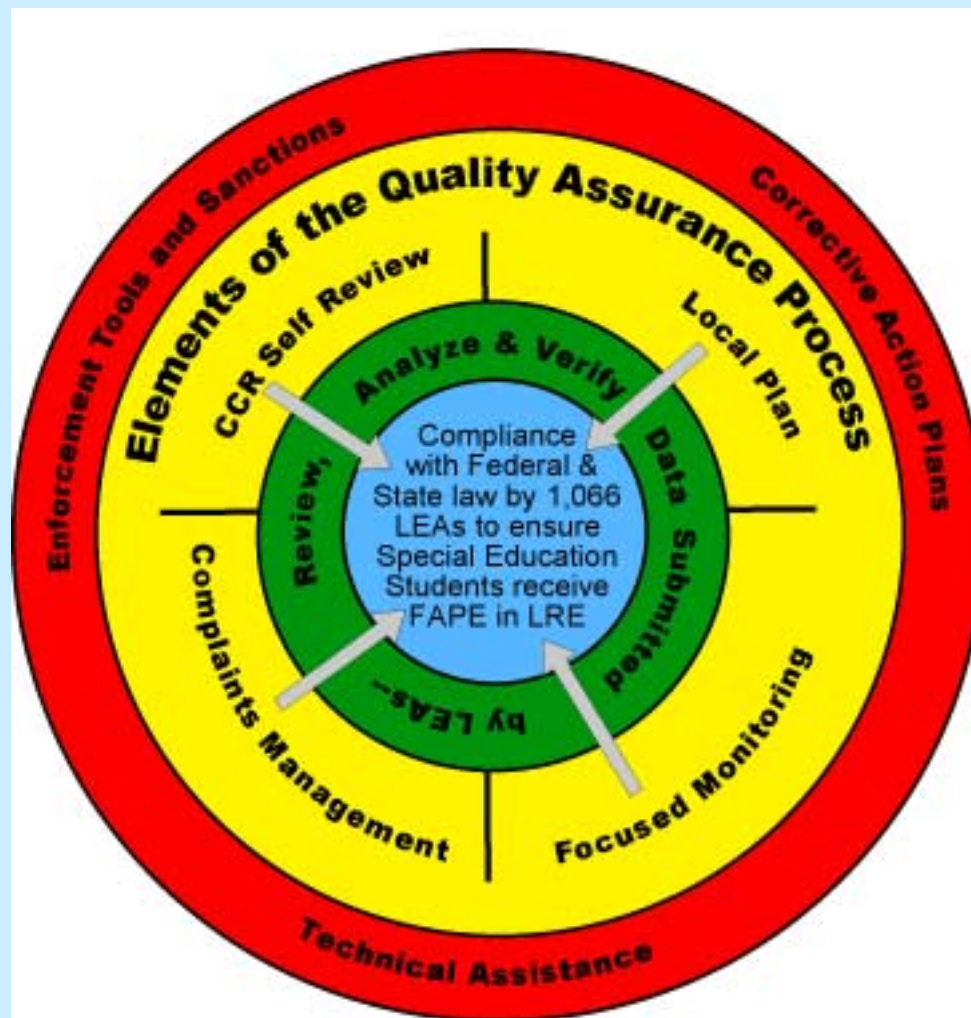
## Most Frequent Student Noncompliance Items

- **Missed timelines**
  - Triennial Reevaluation
  - Annual IEP
  - IEP within 50 days of parental consent
- **Missing or inadequate IEP contents**
  - Goals and benchmarks that will enable the child do be involved in and progress in the general education curriculum
  - Present levels of performance including how the disability affects the child's involvement and progress in the general curriculum
  - How Parents Will be Informed of Student Progress
  - Participation in Statewide Achievement Tests
  - Program Modifications and Supports for School Personnel
  - Projected Dates for Initiating Services
- **IEP Process** - failure to consider assistive technology
- **IEP Team** - No general education teacher (preschool and school age)

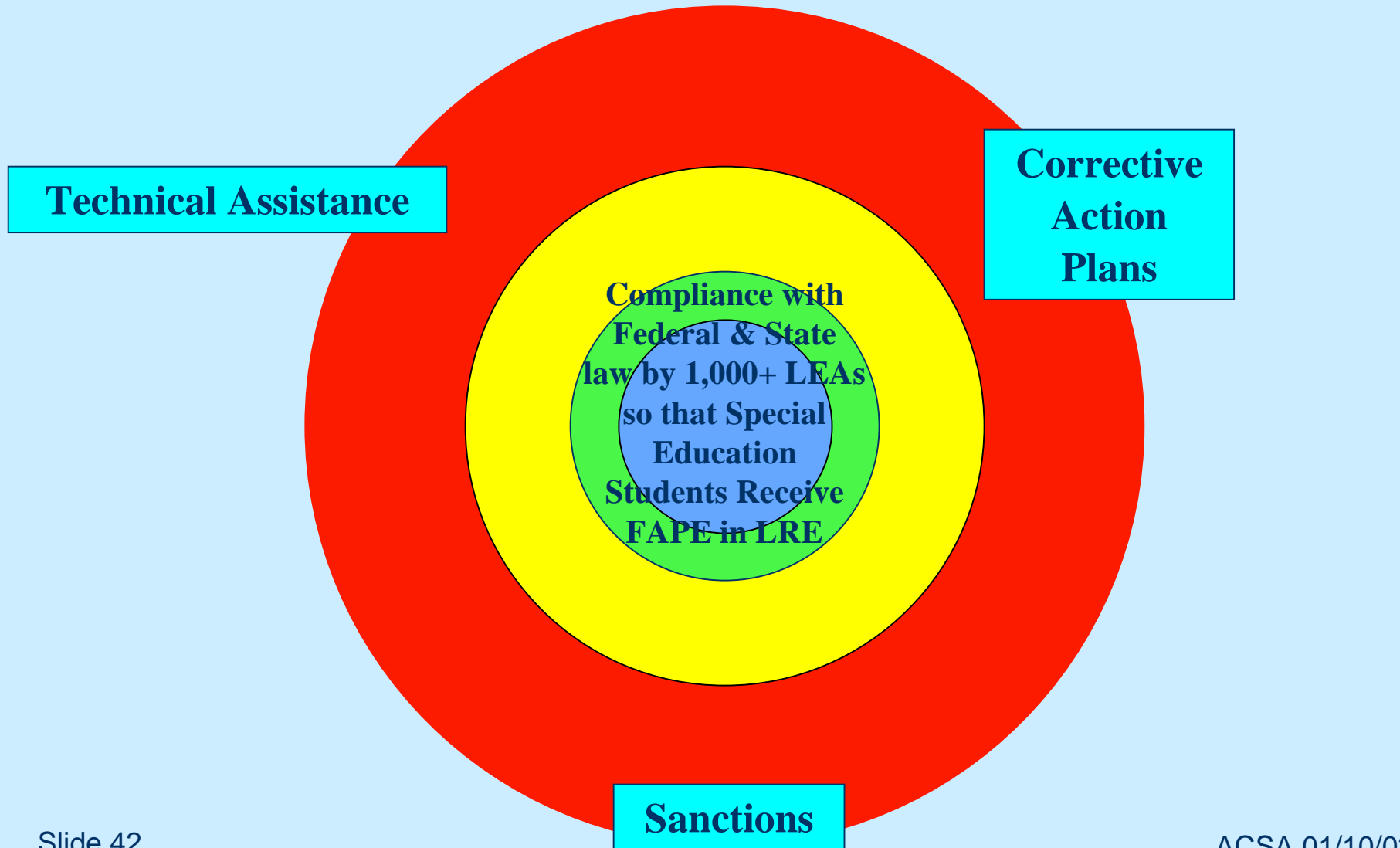
## Most Frequent Systemic Noncompliance Items

- **Missed timelines**
  - Triennial Reevaluation
  - Annual IEP
  - IEP within 50 days of parental consent Assessment Plan
- **Missing or inadequate IEP contents -**
  - How Parents Will be Informed of Student Progress
  - Participation in Statewide Achievement Tests
  - Program Modifications and Supports for School Personnel
  - Projected Dates for Initiating Services
- **IEP Team** - No general education teacher (preschool and K-12)
- **Failure to implement the IEP**

## System of Overall Supervision and Monitoring



## Three Enforcement Tools of the Quality Assurance Program



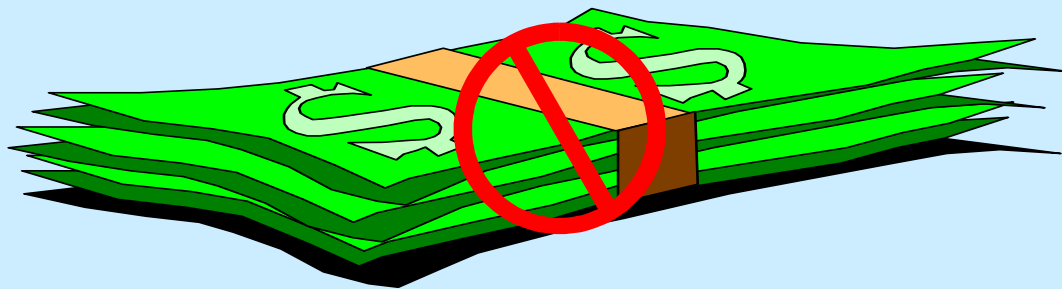
## **Enforcement and Sanctions: Sanctions are Imposed**

- **Non-approval of local plans**
- **Letters to Board of Trustees with copy to District Advisory Committee**
- **Require local boards of education to hold public hearings on noncompliance issues**
- **Publication of monitoring reports on web**
- **Press Release**

(cont.)

## Enforcement and Sanctions: Continued

- **Order compensatory services and reimbursement**
- **Request a writ of mandate within a state court**
- **Issue Grant Award with special conditions**
- **Withhold federal Part B dollars**
- **Stop flow of federal and state dollars**









# **LRE Initiative:**

**The Promise That Must Be  
Achieved In California**

California Department of Education  
in Collaboration with  
LRE Resources Project

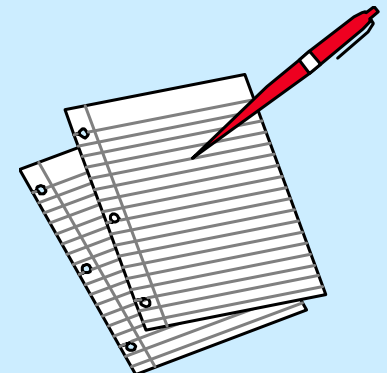
## LRE is a Vision So ALL Students will:

- ✓ Live independently
- ✓ Engage in self determination
- ✓ Make choices
- ✓ Pursue meaningful careers
- ✓ Fully participate in all aspects of American society



## Components of CDE's LRE Initiative

- **3 LRE Self Assessment & Continuous Improvement Activities Protocols:**
  - State, District, & School Levels
- **LRE Training & Technical Assistance**
  - Schools, Districts, parents, CDE staff, hearing offices, mediators
- **Guide for “Facilitated” & Other Districts Found to be Non-compliant**
- **Educational videos on best practices**





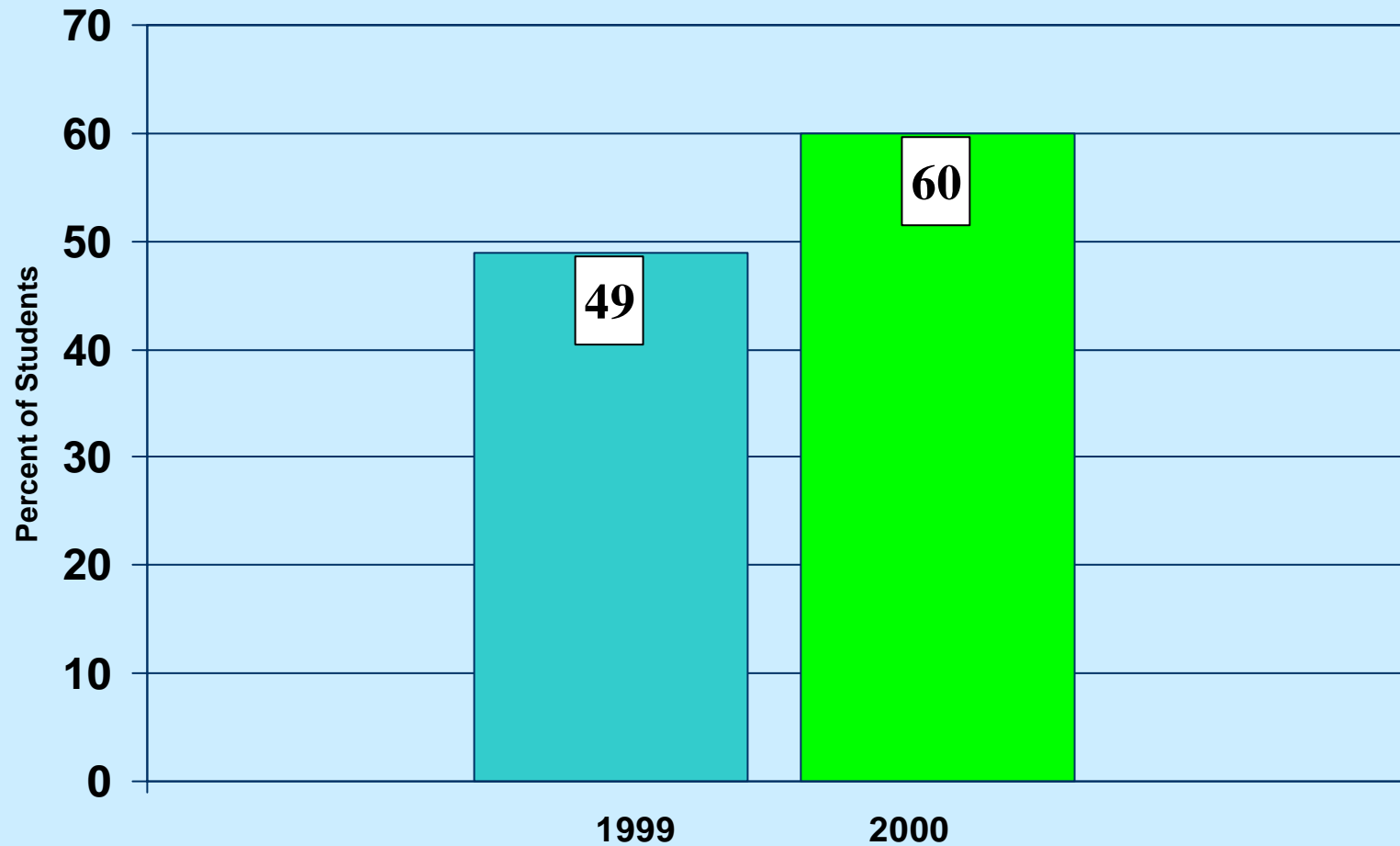
## **LRE Self Assessment & Continuous Improvement Activities Protocol Categories**

- **Vision, Expectations, Leadership, & Climate**
- **Policies Procedures that Promote LRE**
- **An Array of Services & Strategies to Facilitate the Implementation of LRE**
- **Accountability Systems that Reflect High Expectations for all Students**
- **Collaboration Among all Players**
- **Sufficient Numbers of Qualified Staff**





Improvement in percent of California students receiving Special Education who are educated with their non-disabled peers 80% or more of the time



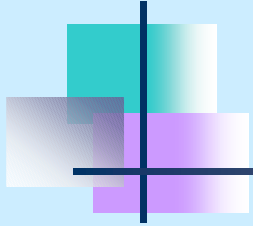


A close-up photograph of an adult's hand gently holding a child's hand. The adult's hand is larger, with visible wrinkles and a reddish tint, while the child's hand is smaller and smoother. The background is a soft, out-of-focus light blue and white.

# California Department of Education

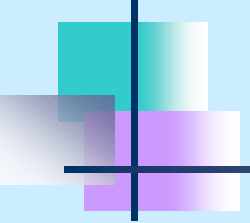
*Special  
Education  
Division*

Committed to  
Improving Results



# **California Alternate Assessment**

October 2001



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Whether you think they  
can or you think they can't,  
you're probably right.

Anonymous

# Legal Mandates

- Section 504 of the Rehabilitation Act
- Title II of the Americans with Disabilities Act
- Title 1 of the Elementary and Secondary Education Act
- The Individuals with Disabilities Education Act



# GUIDING PRINCIPLES

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- All children can learn
- All students have the right to relevant instruction based on high expectations
- More effective learning results from alignment of standards, assessments, curriculum, and instruction

# More Guiding Principles

- Student performance data guides policy
- Student performance data guides instruction

# Students with Disabilities Participate in Statewide Assessments




---

- IEP and 504 Teams determine HOW individual students with disabilities participate in assessment programs NOT WHETHER
- Continuum of participation
  - with no accommodations
  - with accommodations
  - alternate assessment


# **Who Should Take the Alternate Assessment?**

Those students who are not able to take large-scale assessments, even with accommodations.





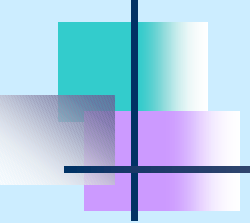
## **Relatively small numbers of students will take Alternate**

- 1-2% of all students
  - 10-20% of students receiving special education
  - 60,000 - 120,000 students in CA
- 

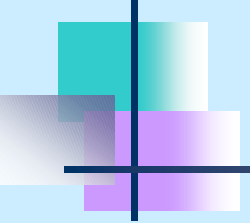
## **Not primarily based on:**

- Amount of time receiving sped services
- Excessive or extended absences
- Language, cultural, or economic differences
- Deafness, blindness, visual, auditory, or motor disabilities
- Achievement significantly lower than same age peers
- On a specific categorical label

# STANDARDS BASED CURRICULUM FOR ALL STUDENTS

- 
- 
- Academic and functional skills viewed as a continuum rather than an either/or choice
  - All students need functional skills
  - Some learn functional skills in the home or from peers and some learn them incidentally

# STANDARDS BASED CURRICULUM FOR ALL STUDENTS

- 
- 
- Some need to have functional skills taught directly
  - Functional skills are a means to access the general curriculum
  - Functional skills can be assessed as indicators of progress toward the standards

# PHASE 1 - SPRING 2001



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- Assign each IEP goal to a functional life skill area
- Rate student mastery level
  - Beginning: No progress
  - Transitional: Partial progress 1-49%
  - Intermediate: Substantial progress 50-99%
  - Competent: Goal met or exceeded
- Document reason for not meeting goal



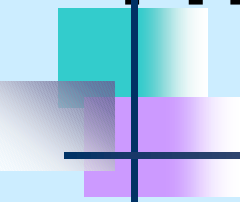
# PHASE 2 - Spring 2002

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- IEP goals reflect broad CA content standards
- Identify the data source(s) used to evaluate goal mastery
  - Performance assessment
  - Work sample analysis
  - Teacher observation
  - Parent/guardian observation
  - Standardized or commercial assessment
  - Other

## Phase 3

- Shift from an IEP-Based Assessment to a Performance-Based Assessment
- CAPA – California Alternate Performance Assessment



# PHASE 3 - Spring 2003

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- Strengthen linkage with state content standards
- Address issues of reliability and validity
- Integrate into the Accountability System





# **Phase 3 - Alignment with the STAR**

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- Participation age/grade
- Assessment schedule
- Proficiency levels
- Broad content areas

# Integrating the Alternate Assessment into the Accountability System

- Main Accountability System
  - Academic Performance Index (API)
- or
- Alternative Accountability System
  - Special Schools & Centers Model

# Web Sites with Important Information

- California Department of Education <http://www.cde.ca.gov/>
- California Department of Education, Special Education Division  
<http://www.cde.ca.gov/spbranch/sed>
- California Special Education Programs: A Composite of Laws  
[http://www2.otan.dni.us/laws\\_search/lawsrch.taf](http://www2.otan.dni.us/laws_search/lawsrch.taf)
- Special Edge  
[http://www.cde.ca.gov/spbranch/sed/spec\\_edge/specnws.htm](http://www.cde.ca.gov/spbranch/sed/spec_edge/specnws.htm)
- CASEMIS  
<http://www.cde.ca.gov/spbranch/sed/casemis1201.htm>
- California State Special Schools  
<http://www.cde.ca.gov/pg2special.html>
- California Department of Education, Education Demographics Unit (Data Quest) <http://data1.cde.ca.gov/dataquest>